



Week 3: Targeting and Addressing a Need

Overview

As a part of your Week 2 assignment, you chose two areas of weakness based on campus Academic Excellence Indicator (AEIS) Report data. This week, you will narrow your focus to one targeted weakness and write a measurable S.M.A.R.T. goal and an objective for the target weakness. You will also research appropriate strategies/activities, including specific professional development, to address the target area.

Rubric

Use the following rubric to guide your work.

Tasks	Accomplished	Proficient	Needs Improvement	Unacceptable
Week 3 Assignment: Targeting and Addressing a Need				
Part 1: Targets, Goals, and Objectives (ELCC 2.2 k-i, s-i, iv; 2.3 k-i, s-i, ii,iii,iv; 2.4 k-i, ii,s-i, ii, iii; 2.5 k-i, s-i, ii, iii, iv; 2.6 k-i, ii, iii; s-i, ii, iii; 2.7 k-i, s-i; 2.9 k-i, s-l, ii, iii iv)	States the area of weakness and rationale. (10 points)	States either the area of weakness and/or the rationale. (8 points)	No criteria stated and no points listed. (7 points)	Does not state the area of weakness or the rationale. (0 points)
Part 2: S.M.A.R.T. Goal and Objective	Composes one S.M.A.R.T. goal and one objective according to the critical elements outlined in the lecture. (10 points)	Composes one S.M.A.R.T. goal and one objective using some critical elements. (8 points)	Composes one S.M.A.R.T goal or one objective using critical elements. (7 points)	Does not compose one S.M.A.R.T. goal and/or one objective using critical elements. (0 points)
Part 3: Strategies and Activities	Records and elaborates on the usefulness of three strategies/activities, including professional development, that address the target area's weakness. Cites research. (10 points)	Records, with minimal elaboration, two strategies/ activities, including professional development, that address the target area's weakness. (8 points)	No criteria stated and no points listed. (7 points)	Does not record strategies/activities, or records strategies/activities with no elaboration. (0 points)
Mechanics	Few errors in grammar, spelling, or punctuation. (5 point)			Multiple errors in grammar, spelling or punctuation. Responses lack clarity and depth. (0 points)

Part 1: Targets, Goals, and Objectives (ELCC 2.2 k-i, s-i, iv; 2.3 k-i, s-i, ii, iii, iv; 2.4 k-i, ii, s-i, ii, iii; 2.5 k-i, s-i, ii, iii, iv; 2.6 k-i, ii, iii; s-i, ii, iii; 2.7 k-i, s-i; 2.9 k-i, s-i, ii, iii iv)

Remember from your lecture that goals should provide direction, focus, and be S.M.A.R.T. That is, they must be Specific, Measurable, Achievable, Realistic/Results-oriented/Research-based, and Time-bound (Learning Point Associates, Inc., 2004).

While goals and objectives are closely related, goals are broader, and objectives are more specific. Objectives (1) identify a target population, (2) identify assessments and data sources that will be used to meet the objective, and (3) specify anticipated growth or progress. For example, a goal might state, "By 2012, Paradise School will earn an Exemplary rating." An objective related to that goal might state, "90% of all third grade students will meet or surpass the state standard on TAKS Reading by the end of the current school year." Strategies then would be tied directly to the objectives.

In this week's assignment, you will decide on one area of campus weakness, state your rationale for selecting it, and write a S.M.A.R.T. goal and an objective to address the target need. You will also research strategies, including professional development ideas, to address the targeted weakness and meet the goal and objective. These will be used in Week 4 as you develop a campus action plan to address the target weakness.

Directions

1. Select one area of weakness identified in your Week 2 AEIS Comparison Chart activity and compose a brief rationale explaining why you chose this weakness.
2. Compose a S.M.A.R.T. goal and an objective to address the weakness.
3. Locate three research articles that suggest strategies to address the target weakness. At least one of the articles should address professional development ideas. An Internet search would also yield ideas and best practices. Refer to **Helpful Websites**.

Target Area of Weakness and Rationale for Selection

In a paragraph, state the area of weakness that you will target and your rationale for selecting it.

The greatest area of weakness identified for La Vernia High School, based upon analysis of the AEIS Campus Performance Report for 2008-09 data, is Mathematics. Although All Students and all major student groups exceeded the 55% Acceptable standard by a margin of at least 13 points minimum (the Economically Disadvantaged student group) in 2009, the Recognized standard of 75% was exceeded only by the All Students group (by just 2 points) and the White students group (by 5 points). The Hispanic and Economically Disadvantaged students failed to meet the Recognized standard by at least 6 points, and no group approached Exemplary status, with Economically Disadvantaged students failing to meet the Exemplary standard by a deficit of 22 points. Of the sub-category data, LEP student performance was particularly alarming with only 20% of them meeting standard in 2008 (the group's result was masked in 2009 to protect student confidentiality), well below the current 55% Acceptable threshold, and Special Ed students did not meet the Acceptable standard, either, as only 48% of them met standard in 2009. Therefore, improvement efforts must be particularly focused on Mathematics for the LEP, Special Ed, Hispanic and the Economically Disadvantaged student groups at LVHS. The Economically Disadvantaged mastery rates are a key weakness in light of the fact that they count twice in the campus accountability ratings, once in their student group and again in the Economically Disadvantaged group.

Part 2: S.M.A.R.T. Goal & Objective

Compose a S.M.A.R.T. goal and an objective to address the weakness.

S.M.A.R.T. Goal: By 2013, La Vernia High School will meet the AEIS Exemplary standard in Mathematics for all students and all student groups.

Objective: At least 90% of all Economically Disadvantaged students at La Vernia High School will meet standard in Mathematics on the 2010-11 TAKS administration.

Part 3: Research Articles

Choose three strategies/activities, including one that addresses professional development.

Article (Cite in APA Style)	Strategy/Activity Ideas
1. Sammons, Laney (2010). <i>Guided Math: A Framework for Mathematics Instruction</i> . Huntington Beach, CA:Shell Education.	<p>Strategy 1: Deliver professional development designed to ensure we are teaching our students a conceptual rather than just a procedural understanding of mathematics.</p> <p>Sammons (2010) states that "...students are often presented with the message that there is a particular way in which mathematics must be done – that there is only one right answer, and only one right way to find that answer." LVHS must emphasize problem solving abilities in order to increase student performance, and a conceptual understanding of mathematics is essential.</p>
2. Nunley, Kathie F. (2008). <i>Facilitator's Guide: Differentiating the High School Classroom</i> . Thousand Oaks, CA:Corwin Press.	<p>Strategy 2: Increase differentiation in mathematics instruction by developing a better understanding of student learning styles.</p> <p>Provide professional development focused on developing a better understanding of student learning styles and their effects upon differentiation in mathematics instruction.</p> <p>Nunley (2008) states that "...people's styles change based on subject, perceived difficulty, and self-efficacy in the area. In other words, you may have one [learning style] for math, one for English, and yet another for social studies. And your style for math may vary based on how difficult the task is for you."</p>
3. McKenna, Michelle A. (2005). Developing Latent Mathematics Abilities in Economically Disadvantaged Students. <i>Roeper Review</i> , 27(4). p. 222.	<p>Strategy 3: Develop enhanced mathematical abilities for economically disadvantaged students.</p> <p>Create a supplemental, individualized mathematics program targeted at economically disadvantaged students; base program framework upon research by McKenna (2005) in which study results showed that an individualized supplemental mathematics program, such as Kumon mathematics, enhanced mathematics abilities in economically disadvantaged students.</p>

E-portfolio assignment: Continue to complete and post Campus-Supervised reflection logs in the e-portfolio. All course-embedded and Campus-Supervised logs must be completed by your 11th course in the program prior to the EDLD 5398 Internship course.